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ABSTRACT

Sixty-one reports, books, papers, journal articles, bibliographies, and handbooks are cited in this bibliography. Each reference deals with urban education on the elementary, secondary, postsecondary, or adult continuing education level. Among the topics addressed are urban problems, urban areas, curriculum, research/evaluation tools, teacher education, needs assessment, community involvement, policy making, educational effectiveness, finance, vocational/career education, and the future of urban education. Some citations are annotated. (MK)

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A CHRONICLE OF SELECTED READINGS IN URBAN EDUCATION

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A CHRONICLE OF SELECTED READINGS IN URBAN EDUCATION

October, 1980

Anzalone, J. S., (Ed.). "Curriculum Adapation in Urban Affairs". ED077468, 1973.

This report provides a record of the workshop sponsored by the Southern Regional Education Board during April 1973 concerning Curriculum Adaptation in Urban Affairs. Four presentations are covered: Purposes of urban affairs programs at colleges and universities. Productive and non-productive approaches in the establishment of undergraduate urban affairs programs. Techniques of curriculum adapation, and the application of specific discipline content to courses in urban affairs.

Ashmore, Richard D. and McConahay, John B. Psychology and America's Urban Dilemmas. St. Louis: McGraw-Hill Book Company, 1975.

Avery, Robert. "Issues in Ascertianing the Different Needs of Urban and Racial Community Leaders." ED160065.

A study was conducted using six Utah communities to develop methods for the identification and surveying of community leaders in small, medium, and large Utah communities. Questions concerned the relationship between identified problems and community size, and the design and utilization of appropriate research instruments. Community problem check lists were developed for conducting face-to-face and telephone interviews. Results indicated that (1) the local telephone directory can serve as a primary source in the identification and selection of representative community leaders: (2) community problems are, to some extent, a function of community size: and (3) the face-to-face and telephone interviewing methods provided information of equal quality at all community levels.

Baranchik, Al and Ladas, Harold. "A Remediation Program in an Urban College". Improving College and University Teaching. V27 N1 P2-5 WIN, 1979.

Banefield, Edward C. The Unheavenly City, Boston: Little, Brown, and Company, 1968.

Banks, James. Teaching Strategies for Ethnic Studies, Boston: Bacon, Inc., 1975.

Barton, David W. Jr., (Ed.) Marketing Higher Education, San Francisco: Jossey-Bass, Inc., 1978.

Bell, Roger A., et al. Issues in Need Assessment Data Collection Strategies. Paper presented at the Annual Meeting of the American Psychological Association. San Francisco, California. August 1977.

This paper focuses on both conceptual and methodological issues involved in the utilization of different need assessment strategies. Among the strategies discussed are: (1) key informant: (2) community forum: (3) service utilization: (4) social indicators: and (5) citizen survey. Each of these more commonly used need assessment strategies: (1) has an implicit theoretical orientation toward the definition of need: (2) utilizes different measuring tools: (3) varies in degree of reliability and validity of the obtained measures: (4) differs in the amount of technical expertise required to collect the data: and (5) varies as to the degree of interpretation necessary in order to plan and develop programs from the collected data. Comparison of the different methodological approaches allows for: (1) a better articulation of the efficacy of these approaches: (2) Further refinement of the approaches: and (3) a clearer delineation of which single or multiple procedures are most appropriate for which questions, situations, and problems. Maximum fit needs to be obtained between the approach or approaches and the task.

Best, Gilmary. CORD Conducts a feasibility study: Final Report. Office of Education (DHEW), Washington, DC: Regional Research Program. 1972.

This document presents the results of a feasibility study conducted by the consortium for development of research potential in education (CORD) to determine if the 5 institutions in the Detroit area that comprise CORD can pool their resources to provide a coordinated institute for re-educating the conventionally trained teachers in multicultural dimensions. More specifically, the objectives of the study were to: (1) design a plan for re-educating certified urban teachers in multicultural dimensions, utilizing the resources of the CORD colleges: (2) obtaining the cooperation of key personnel in the surrounding school districts: (3) design a credit and sharing plan by which personnel and facilities of each of the CORD colleges would be pooled as sources of the learning array: and (4) recruit certified teachers from the above school systems. The design for a complete institute for re-educating certified urban teachers in multicultural dimensions is included in the report.

Benezet, Louis T. and Magnusson, Frances W., (Eds.). Building Bridges to the Public, San Francisco: Jossey-Bass, Inc., 1978.

Blumenfeld, Hans. The Modern Metropolis: Cities, New York: Alfred A. Knopf, 1972.

Brewester, Kingman, et al. "Educating for the 21st Century." ED048027, 1969.

four lectures are presented which were part of the celebration of the 100th anniversary of the University of Illinois. Although each author addresses himself to a different question there is the common theme of examining whether the university can meet the challenge of preparing today's citizen for life in the next century. Some of the problems considered by the four authors are: (1) what structure of the university is needed to prepare a person for life in the 21st century? (2) can technology be made to serve mankind in an increasingly complex world? (3) can the university train people to make judgements about the effects of this technology? (4) what roles can the city and the urban university play in the current physical and social crisis? (5) what is the relationship to be between the city and the urban university? (6) what will be the involvement of the university in world affairs in the next century? (7) will the university be able to adapt to new roles and demands which will be required.

Broudy, Harry. "The Demand for Accountability. Can Society Exercise Control Over Education?" Education and Urban Society 9:235-250, 1977.

Boynton, Thomas J. Construction of Survey Instruments. Kalamazco Valley Community College. Kalamazco, Michigan, 1978.

Tips on constructing survey instruments and examples of alternative formats for questionnaire items are provided in this paper. The 18 tips cover such areas as instructions for respondents, wording of questionnaire items, grouping of items, handling of difficult or sensitive questions, fixed-response items, open-ended questions, and questionnaire layout. Examples of nine different formats for questionnaire items are presented. For each, the level of measurement attained (nominal, ordinal, or interval/ratio) and suggestions for appropriate use are given.

California Guidelines for Establishing, Modifying and Terminating Occupational Progress. (Handbook). California Community Colleges, Sacramento. Office of the Chancellor; California State Department of Education.

Focusing primarily on the initiation phase of programs development, this document is one of two handbooks developed by a California consortium of vocational educators to provide guidelines for developing and evaluating occupational programs. (The accompanying handbook, CE 0 17 927, focuses on programs modification and termination.) A flow chart illustrating the different stages of program initiation, modification, and termination precedes an introduction explaining the development and use of this manual. The remainder of the document describes the procedures to be followed for each of the thirty-nine activities identified by the consortium. Some of the activities included are as follow: assess program possibilities; determine broad program goals and objectives; identify job titles

and job opportunities; ascertain state, community, district and institutional reaction; obtain job information data; labor supply data; determine curriculum needs and available resources; and identify and refine evaluation methods. (EB)

Carmack, Norma J. Information Sources for Research in Urbanology: A Basic Biblography. San Antonio, Texas: Trinity University. 1978.

This annotated bibliography lists basic reference sources in the Urban Studies field contained in the library of Trinity University. Materials are divided into seven categories: (1) indexes and abstracts; (2) bibliographies; (3) dissertations and theses; (4) atlases, encyclopedias, and dictionaries; (5) directories, handbooks, and guides; (6) statistics; (7) sources of Congressional and legislative information. A list of important periodicals in the Urban Studies field is also included.

Chase, Francis S. "Improving the Effectiveness of Urban Schools." Educational Research. ED185226, 1979.

Ciminillo, Lewis M. "Problems and Opportunities at An Urban Campus: A Professional Semester in Secondary Education." College Student Journal. 9.2 135-140, April 1975.

Indiana University Northwest is placing a substantial part of its teacher education program in the schools and communities where its students eventually will be employed. The professional semester is a competency based program organized into a number of modules each of which is planned to develop a different skill.

Commission on Educational Reconstruction. Organizing the Teaching Profession, New York: Glencoe, 1955.

Conant, James B. Shaping Educational Policy, New York: McGraw-Hill, 1964.

Cooms, Fred S. and Merritt, Richard L. "The Public's Role in Educational Policy Making: An International View," Education and Urban Society 9:167-196, 1976.

Drew, David E. Competency, Careers and College, San Francisco: Jossey-Bass, 1978.

Duley, John, (Ed.). Implementing Field Experience Education. San Francisco: Jossey-Bass, 1974.

Educational Facilities Laboratory, "Reusing Empty Schools," American School and University. 49:22-23, December, 1976.

An Examination of Potential Career Programs. Special Reports. Johnson County Community College. Overland Park, Kansas. June, 1978.

Surveys of local employers were conducted by Johnson County Community College to determine the needs for potential career programs as related to job opportunities in the following areas: (1) accounting; (2) advertising and journalism; (3) animal health technology; (4) automotive technology; (5) building construction; (6) child care for preschoolers; (7) dental laboratory technology; (8) equine management; (9) fire protection and public safety technology; (10) medical laboratory technology; (11) medical records technology; (12) mental health termonology; (13) physical therapist assistants; (14) press operators; (15) radiologic technicians; and (16) urban agribusiness. Results of these surveys are presented in 16 distinct reports which consider the national employment outlook, local manpower needs, salary potentials, relevance of an associate degree in qualifying for positions, and other job qualifications. Some reports also discuss existing job training opportunities and their impact on employment needs; program options and costs; staff and site selection considerations; and student interest and recruitment. Many reports include references.

Fenot, Paul Frederick. "Alternatives Futures for Adult and Continuing Education in North Carolina: A Delphi Futures Planning Study." Paper presented at the First Meeting of the Education Section of the World Future Society. Houston, Texas. October 20-22, 1978.

A North Carolina study attempted to evolve and test a futures planning methodology and generate useful program planning data to help meet the needs of adult part-time students. Using a variation of the Focus Delphi process, the study focused on the following question: considering the existing resources of higher and adult education in North Carolina and the educational needs of the adult population, what kinds of education futures are desirable and also possible for 1975-2000? Four panels of respondents were selected for the study: adult education faculty members, members of the State legislature and upper echelon officials of state and private universities, adult education practitioners from university extension divisions and continuing education departments. and continuing education students. Three rounds of Delphi questionniares yielded consensus on the primary areas of concern for adult and continuing education, and divergence of opinion was also represented in the study. The study provided a demonstration of a planning tool for higher and adult education interests in North Carolina and indicated that further research along these lines would be profitable.

Galaskewicz, Authur. "Institutionalization: An Additional Burden of Modern Educators." Impact on Instructional Improvement, 11.1 3-8, 1975.

An experimental program at Hunter College, New York City, risks giving up some of its innovative ideas if it becomes institutionalized. (Available from Dr. George Movesian, Managing Editor, 149 West Broad Street, Bergenfield, NJ 07621; $7.00 yearly).

Giannangeli, D. M., et al. Project Environmental Action Community Education (P.E.A.C.E.) Final Report. Office of Education (DHEW) Washington, DC. Office of Environmental Education. 1979.

Goodall, Leonard E. "The Urban University: Is There Such A Thing." Journal of Higher Education. 41.1 44-54, January 1970.

Suggests three goals toward which institutions of Higher Learning should strive if they want to become urban universities and recommends three courses of action which universities might take to help attain these goals.

Gonyea, Meredith A., (Ed.) Analyzing and Constructing Cost. San Francisco: Jossey-Bass, 1978.

Greenberg, Elinor, O'Donnell, Kathleen M. and Berquist, William, (Eds.). Educating Learners of All Ages. San Francisco: Jossey-Bass, 1980.

Greer, Colin. The Great School Legend. New York: Viking Press, 1973.

Harris, Norman C., (Ed.). Updating Occupational Education. San Francisco: Jossey-Bass, 1973.

Herman, David, (Ed.). Expanding Recurrent and Nonformal Education. San Francisco: Jossey-Bass, 1976.

Hudson, Barclay M. Forecasting Educational Futures. Resolving uncertainties and disagreements through compact policy assessment. Paper prepared for the World Future Society Conference on Educational Futures. Houston, Texas, October 20-22, 1978.

Descriptions of models for policy analysis in future studies are presented. Separate sections of the paper focus on the need for appropriate technologies of social science in future studies, a description of "compact policy assessment" (CPA), and a comparison of two CPA methods, Compass and Delphi. Compact policy assessment refers to any low-cost, short-term approach to project evaluation and decision making. It employs structured workshops to define key policy choices and issues, intensive short-term research on major points of uncertainty, special attention to lessons of historical experience in appraising new proposals, and use of consice, graphic reporting formats to gain early feedback. Both versions of CPA, Delphi and Compass, are designed to address complex problems

with a fairly simple procedural formula, offer results based on judgment rather than objective data, encourage divergent exploration of new perspectives, emphasize the value of fruitful tension between opposing views, and seek to enconomize on information processing. Differences include compactness (Compass is a half-day procedure; Delphi is more elaborate), definition of issues (Compass is open-ended; Delphi employs standard survey research techniques), and methods of handling differences of opinion. An illustration of the use of Compass in assessing educational alternatives projected to the year 2000 and discussion on the use of CPA to achieve a more sophisticated role for all citizens, including children, conclude the document.

Hodgkinson, Harold L. "The Next Decade in Higher Education." Journal of Higher Education. 41.1 16-28. January 1970.

The author lists thirteen most likely trends, some of which are in conflict, and will cause tension - the hallmark of the decade. Suggests development of educational policy and programs that are more relevant to lives of students.

Holcomb, Hope E., (Ed.). Reaching Out Through Community Service, San Francisco: Jossey-Bass, 1976.

Jones, Larry W. and Nowotny, Franz A., (Eds.). Preparing for the New Decade. San Francisco: Jossey-Bass 1979.

Kieft, Raymond N., et al. A Handbook for Institutional Academic and Program Planning; From Idea to Implementation. National Institute of Education (DHEW). Washington, DC 1978.

Planning activities at higher education institutions should be comprehensive, program based, and long-range. The daily process of planning and the necessity of integrating planning and resource allocation into a single system are emphasized in this handbook, which deals only with centralized planning activities. The focus is on program merit, not political structures, as the dominant aspect of planning. Four schools that were resources for the development of the handbook are Ball State University, Eastfield (Texas) College, the University of Oklahoma, and Willamette University. The first step in developing a planning process is to assess the institution's need and desire for it. The next step is to identify and describe the context for planning, by conducting institutional studies, developing an education plan, and writing a description of the planning process to be implemented. Implementation and operation of the planning process is the third step. Techniques and steps for assessing the level of current planning and approaches to the design and implementation of a planning process are described. An annual planning cycle which can be modified to meet individual needs is outlined. A bibliography is included.

Kingsley, Davis. "The Urbanization of the Human Population:" Cities, New York: 1972.

Lansdale, Parker H., (Ed.) "The Urban Based Consortium." Acqainter, special issue Fall 1977.

The particular advantages and opportunities of the Urban-Based Consortium are examined by several consortia directors in a special issue of this newsletter. The first article, by Joseph F. K. Miller of the Pittsburgh Council on Higher Education, suggests ways in which trustees enhance the cooperative effort in an urban setting. In the second article, by Richard Arrington, Jr. of the Alabama Center for Higher Education, focus in on the advantages for service to minority urban residents through cooperative efforts of the urban academic institutions. M. Parker Lansdale, of the Higher Education Center for Urban Studies, explores opportunity for service to the urban communities through cooperative efforts that would probably not be available to individual institutions. In the fourth article Howard Johnston, formerly of the associated colleges of Central Kansas, discusses potential for cooperative efforts between urban and rural consortia for program development. Lloyd J. Averill, of the Kansas City Regional Council for Higher Education, describes the advantages of location to academic cooperation among consortia members. Finally, Lansdale also describes the experience of the Bridgeport Consortia with a HUD-funded experimental program, the Urban Observatory Program.

Leinwang, Gerald. "Needed: A College of Public Education and Service." Social Education. 34.3 305-10. March 1970.

Concrete description of the components and operation of an institution based on "a new pattern of teacher education and responsive to community needs, and one which the author envisions as" the logical next step in urban higher education.

Lemlech, Johanna. Handbook for Successful Urban Teaching. New York: Harper and Row, 1977.

Milholland, John E., (Ed.). Insights from Large-Scale Surveys. San Francisco: Jossey-Bass, 1979.

Miller, Harry L. and Woock, Roger R., Social Foundations of Urban Education: Hinsdale, Illinois: The Dryden Press, 1973.

Miller, Lamar P. Improving the Effectiveness of Urban Schools. ED185224. 1979.

Moon, Rexford Jr., Nawes, Gene R., (Eds.). Developing New Adult Clienteles by Recognizing Prior Learning. San Francisco: Jossey-Bass, 1980.

Morse, Arthur D. Schools of Tomorrow-Today. New York: Doubleday and Company 1960.

Peelle, Carolyn. "A New Design for Higher Education": The University of Massachusetts Center for Urban Education. Phi Delta Kappa 56.6. 399-402. February 1975.

The Center for Urban Education proposes that Higher Education become a change agent that works closely with local schools and communities. Emphasis is placed on curricula for diverse populations, inservice training, upward mobility, career training, and dialogues between diverse cultures and different races.

Rittenmyer, Dennis C. and Heinen, James R. K. The preparation of urban educators: A Survey of Urban School Systems. Paper presented to the Second Annual Urban Education Conference. Milwaukee, Wisconsin. November 1976.

This paper addresses the issue of teacher training for urban schools. Certification requirements for most public school teachers are mandated by the individual States. Requirements relevant to particular geographical areas are not typically included in State certification regulations. However, unique characteristics of urban schools have begun to be emphasized by educators concerned with appropriate professional preparation. Among these characteristics are racial, ethnic and economic heterogeneity, as well as a confluence of subcultures with concomitant attitudes and values. In 1976, a questionnaire was sent to superintendents of 157 city school districts. The 97 respondents answered questions relating to: requirements or recommendations that their teachers take courses specifically relevant to the urban educational environment, either as a prerequisite to hiring or as a condition for staying on in the system; requirements that new teachers have student teaching or practicum experience in city or multiracial classrooms; and the provision of in-service training for urban teachers by the districts themselves. The questionnaire also addressed other special concerns of urban teachers and solicited recommendattions as to ways of improving their training.

Rose, Clare, (Ed.). Meeting Women's New Educational Needs. San Francisco: Jossey-Bass, 1975.

Schwandt, David R. and Cummings, Jay R. Urban education studies: Assimilation of Programs into Continuing District Operations. ED170413. 1979.

Segal, Barbara F., et al. Adult Education Needs Assessments of Southeastern Connecticut. Volumn 2. Connecticut State Dept. of Labor. Wethersfield. January 1979.

During the late spring, summer, and early fall of 1978, a comprehensive household survey of the adult population of Southeastern Connecticut was conducted by Mohegan Community College to assess the educational needs of this region's residents. The survey focused on respondent characteristics, educational background, employment information, level of satisfaction with regional educational opportunities, the

accuracy of information adults possessed, the preferred sources of information, the level of interest and the reasons adults had in pursuing learning activities, the kinds of learning formats adults preferred, the obstacles that prevented adults from satisfying their educational needs, and the kinds of educational services adults expected to receive. A summary of the major findings of the adult educational needs assessment is included in this volume of the study report, as is a copy of the survey instrument itself. Additionally, the raw data from the study are provided in terms of the absolute and relative frequency of responses on the 96-item questionnaire.

Simmons, Ron. An Alternative Curriculum Model For Urban Education and Community Affairs Progran in Higher Education. Work Paper No. 103. ED1088873, 1974.

This document describes the urban education program at William Paterson College of New Jersey. Urban education is defined as educating people for living and in coping with an urban environment, including politics, crime and drug prevention, and delivery of services to cities. Some problems in urban education are identified as weak community-college relations, poor assistance from municipal governments, lack of an indigenous power base, misinterpretation of urban issues, and crippling attitudes of educators towards the limited educational background of urban inhabitants. The broad goals of the program at William Paterson include the following: a) to develop a vehicle for the efficient delivery of consultant and resource services to the urban community, b) to improve community-college relations through sound programming and expert coordination of activities, c) to initiate humanistic and professional staff training, d) to provide overall curriculum improvement for public and private schools and universities, and e) to implement an interdisciplinary approach to education. Among the projects conducted by the faculty are the Passaic Human Relations Institute, the Inner City Prison Program (Educational services for Inmates), and the Passaic County Child Care Agency.

Smith, Jack E. A Needs Assessment for a Community Outreach Program: Implications for Curriculum Development. ED160133, 1977.

An educational needs assessment of the seven-community service area of Los Angeles Harbor College (California) was conducted to identify sources of demographic information, and to analyze and compile this information to provide a resource for both college and community committees in drafting plans for an expanded outreach program. A four-point research design entailed: (1) deciding upon the broad focus and boundaries of the needs assessment, (2) internal and external reconnaissance of information, (3) data gathering through five area-wide demographic surveys and eight student surveys, and (4) output of data in the form of community sketches of Carson, Gardena, Harbor City, Lomita, Palos Verdes Peninsula, San Pedro, and Wilmington. The sketches review local history, community characteristics, and the effectiveness of previous outreach efforts in attracting enrollments.

The value of the computer-based "geosystems" technique of relating demographic data to geograhpical areas is discussed in the study report, which also reviews previous student surveys, enrollment and student objectives. Recommendations are made to curriculum planning, committees and to administrative offices with responsibility for the outreach program. Appendices outline enrollment characteristics, job opportunities, and include seven community briefs compiled from the sketches.

Trities, Donald G., (Ed.). Planning the Future of the Undergraduate College. San Francisco: Jossey-Bass, 1975.

Utz, Robert T. and Glick, David I. The Collection, Analysis, and Use of Needs Assessment Priorities. College of Education University of Toledo. 1978.

To be useful, educational needs assessment data must be properly collected, analyzed, and prioritized. Educators must ask parents, citizens, school staff, and students about their views of school needs. Likert-type instruments can be used to collect data that can be easily tabulated to determine highest priority needs. Typical forms (presented in the appendix) may cover general educational needs or specific subject areas, may require the respondent to prioritize needs, or may be simplified for elementary students. Educators will gather more responses from parents and citizens if the instruments are mailed near the end of the week, are short, include return envelopes, and guarantee that respondents will be informed of survey results. After data is collected, indexing formulas (included in the appendix) can be used to interpret and analyze the data. After highest priority needs are identified, these in turn must be ordered in terms of importance. Several models (contained in the appendix) for selecting highest priority needs through assessment committees and feasibility groups are possible. Some of these models stress help from lay persons, while others use more professional educators. After educators have responded to needs assessments, school boards should assess the legitimacy and seriousness of their efforts.

Van Dusen, Albert C. Program Development and Public Affairs at the University of Pittsburgh, University Urban Interface Program Report, Office of Education (DEHW). Washington, DC Bureau of Research. 1976.

The Office of Program Development and Public Affairs (PDPA) from its inception in September 1967 to July 1971 was primarily concerned with advancing the total university with its traditional mission of teaching and research and with facilitating the university's emerging concerns for public service. The office assisted with the program development of new directions of the university, especially state-relatedness and the urban dimension, and was responsible for the various offices related to public affairs.

The report emphasized the historical origins and developments of the several offices and functions in the area of PDPA and provides a detailed description of the content and foci of these programs. These offices include news and publications, governmental relations, development and alumni affairs, cultural and educational exchange, university press, special events, Stephen Foster Memorial, Heinz Memorial Chapel, Urban and Community Services, and University-Urban Interface Program.

Walber, Herbert and Kopan, Andrew (Eds.). Re-Thinking Urban Education. San Francisco: Jossey-Bass, 1972.

Weddington, Doris. Needs Assessment for Continous Curriculum Revision. ED158826. 1973.

Continuous curriculum revision in community/junior colleges can be provided by treating the curriculum as a self-correcting set of systems with feedback loops and marginal sensors which supply information needed for constant system evaluation. This curriculum-related set of sub-systems is comprised of the institution, the curriculum, programs, and courses. Systematic determination of curriculum needs may be achieved through discrepancy evaluation at each of these four levels. Needed changes at each level are identified by the formula--demand minus provision equals need. Types of data needed to identify levels of demand for and provision of a product (the competencies needed for jobs or baccalaureate transfer, and basic social and personal competencies) include: general data from surveys of business concerning demands for trained personnel; numbers of personnel required for specific job descriptions in the area and nation; provision of programs to supply qualified personnel to fill expected vocational demands; and identification of specific tasks demanded to fulfill course objectives. A bibliography as well as a list of sources of information for curriculum evaluation are included. (Author/MB)

Woock, Roger R., Education and the Urban Crisis. Scranton, Pennsylvania: International Textbook Company, 1970.

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